



COVID-19 catch-up premium report



COVID-19 catch-up premium spending: summary for Kirkburton Middle School

SUMMARY INFORMATION			
Total number of pupils:	510	Amount of catch-up premium received per pupil:	£80
Total catch-up premium budget:	£40,800		

STRATEGY STATEMENT

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STRATEGY STATEMENT

The school has worked closely with colleagues from across The Mast Academy Trust to develop a systematic approach to reconnecting pupils to school taking close account of their mental health and emotional well-being; their experiences during school' closures and any gaps they may have in key skills and knowledge. Consequently, the school has developed a plan which focuses on the 3 Rs: Reset; Recover; Rebuild. The following assessment of need has taken place:

- Well-being survey sent to families
- Baseline assessment specifically around reading, writing and mathematics.
- Baseline assessment across the broader curriculum
- GL assessment in English and Maths for all Key Stage 2 and 3 pupils
- All pupils have completed the [ImpactEd Covid 19](#) diagnostic assessment

The Catch up Priorities are to:

- Establish a culture of safety and trust which ensures high attendance for all groups
- Ensure pupils develop strategies for managing anxiety or mental health concerns
- Expect the highest standards of behaviour and provide support for those who need it.
- Create debate and discuss opportunities for pupils to explore topical issues in the news such as BLM and Covid 19
- Create opportunities to strengthen writing including stamina for writing.
- Ensure a strong culture of reading is embedded – that ALL children read regularly.
- Prove robust 'catch up' to those who have fallen behind in early reading and/or inference and comprehension skills
- Ensure pupils regain any lost fluency in Maths
- Ensure pupils have opportunities to recap mathematical problem solving and reasoning skills.

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Barriers to learning

BARRIERS TO FUTURE ATTAINMENT

Academic barriers:

A	Stamina for writing and grammatical control
B	Fluency in reading for early readers and inference and critical analysis skills for fluent readers
C	Fluency in Mathematics and confidence in reasoning and problem solving (Year 6)

ADDITIONAL BARRIERS

- Stability in staffing due to absence related to Covid 19
- Appropriate and safe 'space' for additional sessions
- A lack of structure has led to lower concentration levels for some pupils
- Missed schooling due to self-isolation periods
- Strict bubbles means pupils are sometimes isolated from friends

External barriers: (issues which require action outside school such as home learning environment and low attendance)

- Anxiety around the pandemic and safety in school could lead to low attendance.
- Availability of technology/equipment for some families

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Planned expenditure for current academic year:

Quality of teaching for all					
Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
Ensure all teachers are trained to teach remotely in the case of absence	Stability in teaching increases continuity and supports strong progress	Combine professional knowledge with robust evidence about approaches that are known to be effective. <ul style="list-style-type: none"> • DfE's catch-up premium guidance 	Training Trust wide 4 th September – accessible video for staff to recap	NH, CTy,	October 20
Ensure supportive transition arrangements for pupils new to school	All pupils will feel positive about returning to school and school is informed of potential barriers	Combine professional knowledge with robust evidence about approaches that are known to be effective. <ul style="list-style-type: none"> • EEF's COVID-19 support guide for schools (Pg 4) 	<ul style="list-style-type: none"> - Create on line videos/resources to introduce the school to new pupils - Contact with transitioning families prior to Summer - Invite 'vulnerable children' for face to face transition - Set up 'Meet the tutor/teacher' evenings in Oct/Nov - Transition information shared with all relevant staff so children are known well. 	IP, AM	October half term 2020

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Ensure training and induction for all staff on 'new ways of working' including around curriculum and assessment	Staff are more likely to perform well when they feel well-informed. This also leads to greater consistency and preparedness.	Combine professional knowledge with robust evidence about approaches that are known to be effective. EEF's COVID-19 support guide for schools (Pg 4)	<ul style="list-style-type: none"> - Additional training day on 7th September on effective Teaching, Learning and Assessment in a Covid 19 world. - Weekly staff CPD builds upon this 	SLT	October half term 2020
Put in place support plans/RA for staff who require additional support			<ul style="list-style-type: none"> - Self-assessment of Risk sent out to all staff prior to Summer - RA in place for all staff prior to 7th Sept. - Early career staff and those who may require additional support identified and plans put in place 	SLT	Sept 31 st 2020
Whole school diagnostic assessment is used to identify 'gaps' and adjust the curriculum.	Teachers have an accurate understanding of pupil needs and are able to ensure wave 1 teaching meets need.	Combine professional knowledge with robust evidence about approaches that are known to be effective. EEF's COVID-19 support guide for schools (Pg 4)	<ul style="list-style-type: none"> - Provide training for staff on 'safe assessment' and AFL in the current climate. - GL assessments are used for KS2 and 3 pupils. - Salford reading assessments - Soft assessments (AFL) against ARE in core areas are conducted - Staff adjust curriculum plans to provide 'catch up' and recap opportunities for all pupils 	SLT	November 2020

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Tablets – remote learning	To ensure all pupils have immediate access to the remote learning in case of self-isolation	Survey carried out before the summer holiday identified the pupils that did not have their own device at home and would therefore be unable to access the remote learning and follow their school timetable	<ul style="list-style-type: none"> - ICT Manager to source best value equipment - ICT manager to set up equipment - HLTA to contact families self-isolating and deliver equipment where necessary 	JW, VJ	September 2020
Additional GL assessments for all year groups	To identify gaps in learning and generate group targets that can be addressed through a bespoke programme of work.	To ensure that lost learning is caught up as quickly as possible	<ul style="list-style-type: none"> - Order assessments - Collate and send for marking - Analyse data on return - Generate group targets - Write bespoke 'catch-up' programme of work - Share programme of work with parents and pupils on school website 	CT, DM, JO, DS	September 2020
Introduction of Rosenshine's principles of instruction	Lessons structure and approaches ensures knowledge is retained and pupils make accelerated progress through the curriculum	Great teaching is the most important lever schools have to improve outcomes for their pupils. This is a proven approach. EEF's COVID-19 support guide for schools (Pg 4)	<ul style="list-style-type: none"> - T & L leads to attend CPD - Key T & L focus for the year - CPD sessions - Usual quality assurance procedures 	SKe	Autumn / Spring 2020
Total budgeted cost:					£9000
Targeted support					

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Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
<p>Create targeted support for early readers to 'catch them up' to ARE for reading identified through GL</p> <p>Targeted support with English skills</p>	<p>Early readers in KS2, 3 meet ARE by the end of year</p>	<p>Pupils need to be able to read with fluency to access the wider curriculum and therefore it must be a priority.</p> <p>Small group intervention is proven to have an impact.</p> <p>EEF's COVID-19 support guide for schools (Pg 5)</p>	<p>-Pupils identified by RDo and JO using Salford reading data and GL data, RDO designates ETAs to work with 3-4 pupils.</p> <p>-Ensure that this group of pupils are accessing Accelerated Reader Progress with AR is monitored by the form teacher and ETA team, overseen by RDo, LS and JO</p>	<p>RDo & SKe ETAs supporting pupils</p>	<p>Half-termly</p>
<p>Create targeted support/small group interventions for writing including handwriting</p>	<p>Pupils requiring additional support are given regular opportunities to practice writing skills</p> <p>Pupils build stamina in writing</p> <p>Pupils 'retrain' in pencil control and handwriting.</p>	<p>Pupils will have engaged in remote learning since March and many will not have written regularly particularly at length. ICT equipment provides grammatical automatic correcting which may have led to a regression in writing skills both mechanically; grammatically and stylistically.</p>	<p>-Pupils identified from GL assessments/practice SAT papers and formative assessments within English lessons. Pupils groups shared with English teaching staff.</p> <p>-Pupil names also shared with all teachers,</p> <p>- Progress is monitored by English staff of the targeted pupils – feedback given half-termly to JO</p> <p>-JO to ask for feedback form teaching staff each half-term in subject areas where pupils have the opportunity to write at length.</p>	<p>JO</p>	<p>Half-termly</p>

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<p>Identify targeted support for Year 6 children who are at risk of underachieving or a cause for concern and not yet at expected level. Below 100 at and around a standardized score of 95.</p>	<p>To build stamina and pace in oral/mental maths including number bonds and times tables. To reinforce and consolidate formal methods of working for the four operations.</p>	<p>These children are not reaching the expected standard because they still haven't acquired the basic mental maths skills to enable them to work at a decent pace. Eg identify number bonds in calculations and/or use times tables knowledge using the formal method for multiplication.</p>	<p>Pupils to have additional support in addition to the lesson not instead of. The children should be working on number bonds, times tables and the four operations where they will have the opportunity to apply this learning too to ensure secure understanding.</p> <p>These pupils should be drawn to the teachers attention and where possible additional emphasis on these skills in class for these pupils to be a priority.</p> <p>Staff providing additional lessons should use the calculation policy and therefore the agreed methods of working.</p> <p>Support staff should provide variety of tools to teach the skills but ensure the children have experience applying the skills to SATS style questions.</p>	<p>DS LS and SS to deliver additional support</p>	<p>Half-termly</p>
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<p>To identify children working well below their expected level in maths and access an intervention that will give them the skills to succeed with basic every day maths tasks and/or create an opportunity to access GCSE foundation maths in the future.</p>	<p>Numicon -A multi-sensory way to teach a variety of math skills. Can meet a number of needs. Can be run in a group session 3 x week at least Power of two - a highly structured one to one maths coaching system. Deliver for 10 mins daily</p>	<p>Children working below a standardized score of 94</p>	<p>HLTA's LS to deliver SLT & Sendco to monitor... Progress measured with half termly analysis</p>	<p>RD</p>	<p>Half-termly</p>
<p>Total budgeted cost:</p>					<p>£30,000</p>

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Other approaches					
Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
Ensure pastoral/well-being support to families who are anxious about the return to school	Attendance at school for all pupils is high and in line with NA for 2019	Extensive research indicates that strong attendance is directly correlated to good outcomes.	<ul style="list-style-type: none"> - Vulnerable families are identified early and contact is made prior to the Summer - RA are offered to families who feel vulnerable - Referrals are made to relevant internal/external support which may be appropriate - Reconnect curriculum supports children with well-being and mental health/emotional well-being. - All pupils to complete ImpactEd Covid 19 assessment in order to ensure support offered is evidence based 	GS, AM	October half term

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<p>Identify gaps in technological access and ensure access should pupils be required to self-isolate.</p>	<p>All pupils can access high quality teaching and learning when not in school</p>	<p>Research indicates that DA pupils are most likely to not be able to access on line learning due to a lack of access to resource thus there is a risk of the gap widening.</p> <p>Remote learning is highly dependent on ICT access</p>	<ul style="list-style-type: none"> - Invest in tablets for remote access - Apply for laptops through the Government scheme - Create a survey to evaluate need and plan resource accordingly - Create an 'activation' system for when pupils are isolating. - Create a 'Continuity' plan in case of staff absence; pupil absence; partial closure; full closure 	<p>AM, VJ</p>	<p>October 22nd 2020</p>
<p>Total budgeted cost:</p>					<p>£1800</p>

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